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ABSTRACT

In honor of the contributions of Greta G. Fein to the fields of developmental psychology and early childhood education, a community of scholars prepared this volume to explore how social play arises, social play's developmental and educational significance, and the ways in which social play can be promoted in early childhood settings. In addition, the book explores the psychological origins and significance of storytelling and examines the significance of child care and school experiences for young children as well as the social policy implications of these experiences. The chapters are: (1) "Children in Play, Story, and School: A Tribute to Greta G. Fein" (Artin Goncu and Elisa L. Klein); (2) "Play as Improvisational Rehearsal: Multiple Levels of Analysis in Children's Play" (R. Keith Sawyer); (3) "Nonsocial Play as a Risk Factor in Social and Emotional Development" (Charissa S. L. Cheah, Larry J. Nelson, and Kenneth H. Rubin); (4) "Transforming the 'Play-Oriented Curriculum' and Work in Constructivist Early Education" (Rheta DeVries); (5) "The Adult as a Tutor in Fostering Children's Symbolic Play" (Anna Bondioli); (6) "Facilitating the Narrative Quality of Sociodramatic Play" (Rivka Glaubman, Gabi Kashi, and Rina Koresh); (7) "Emotional Breaches in Play and Narrative" (Brian Sutton-Smith); (8) "'He Was the Best Daddy': Postdivorce Preschoolers' Representations of Loss and Family Life" (Patricia Herman and Inge Bretherton); (9) "'I'm So Glad I'm Glad': The Role of Emotions and Close Relationships in Children's Play and Narrative Language" (A. D. Pellegrini and Lee Galda); (10) "Playing 'Inside' Stories" (Lois A. Groth and Lynn Dietrich Darling); (11) "Day Care and the Strange Situation" (Alison Clarke-Stewart, Virginia Allhusen, and Frits Goossens); (12) "Processes in the Formation of Attachment Relationships with Alternative Caregivers" (Carollee Howes and Erin Oldham); (13) "Conceptual Gaps in the Lifespan Theory of Attachment" (Nathan A. Fox and Yair Bar-Haim); (14) "Talking the Talk: Constructivist Teachers Guiding Children's Problem Solving" (Michelle B. Patt and Artin Goncu); (15) "Visions and Realities of Achieving Partnership: Parent-School Relationships at the Turn of the Century" (Douglas R. Powell); and (16) "Contexts of Quality: Implications for

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U.S. Child-Care Policy" (Elisa L. Klein and Louisa B. Tarullo). The final chapter, "Suppose There Were a Hill in Richmond Hill," by Greta G. Fein, summarizes life and background in early childhood education, and the role of play. (Each chapter contains references.) (KB)

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